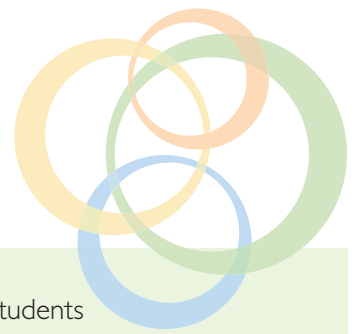


Edward W. Brooke Charter School

Teacher Excellence Incentive Project



The Edward W. Brooke Charter School (EWBCS) in Roslindale, MA, now serves 440 students in grades K-8. To ensure student success via the recruitment and retention of quality teachers, EWBCS has implemented a new teacher incentive plan that offers differentiated compensation to effective teachers. Teachers are supported by professional development.

Needs Assessment Results and General Information

Ninety-seven percent of the enrolled students at EWBCS are minority. Seventy-one percent of the students receive free and reduced-price lunches. Overall, incoming students perform significantly below grade level relative to their grade cohort statewide.

Background

The EWBCS Teacher Excellence Incentive Project aims not only to raise student achievement but to bring performance on par with the best performing public schools in the state. Thus far, EWBCS has a proven record of raising student achievement. To continue this history of success, the EWBCS project will raise its teacher retention rate and recruit additional high-quality teachers. Current year-end bonuses are not linked to student gains nor have they been tied to continued employment. The Teacher Incentive Project will create clear and consistent performance-based guidelines that link incentives to student achievement gains and teacher performance.

The incentive structure is tied to achievement gains at the individual and classroom level, teacher performance based on multiple observations, and demonstrated professional growth for teachers.

Incentives

Teachers at the middle and elementary levels will be eligible for a maximum of roughly \$5,000 in bonuses. Bonuses for principals will range (at the maximum) from \$5,400 for middle school to \$10,000 for elementary school principals. Both middle and elementary school teacher bonuses will be based on school-wide achievement, individualized teacher achievement, and attendance. (Previously, elementary teacher bonuses did not include an attendance component.) Bonuses for principals will be based solely on school-wide achievement. Additional bonuses will be made available in hard-to-staff subjects. Leadership and career advancement will be incentives by eligibility for salary increases of roughly \$3,000.

Evaluation

Consistent evaluation and feedback, coupled with support and professional development opportunities, will be used to help teachers perform at their best. The professional development program will be guided by analysis of student achievement data and will consist of summer orientation, peer observation, weekly professional development, and lead teacher mentoring. Student achievement

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|--------------------|---------------------------|
| Location(s) | Roslindale, Massachusetts |
| Award Date | June 2007 |
| Duration | 5 years |
| Partners | None |

gains will be measured primarily with the state assessment. Teachers will be evaluated according to the school-developed “Standards of Excellent Teaching.” These standards were developed by the school administrators and lead teachers, with input from the teaching staff.

Resources

The long-term sustainability of the Teacher Incentive Project will be attained by gradually building the project cost in EWBCS’ operating budget. EWBCS has opted not to rely on other funding sources that may become unavailable in the future.

Data Systems

EWBCS has had a data-driven agenda since its inception. A data warehouse has been created that allows performance data to be collected and analyzed. These data will be updated to include new information on incentives.

Year 2 Activities

Year 2 saw the continued successful implementation of EWBCS’s performance-based incentive system, where teachers were awarded bonuses based on three components: 1) students’ achievement in subject area taught, 2) overall school-wide achievement, and 3) teacher attendance. The project began with the support of teachers and principals. EWBCS met all of their major deadlines (including payout), and, in their year-end survey, teachers noted that the formula was transparent, and bonuses were administered fairly. The ultimate goal of this project is to improve student achievement and teacher performance; however, it is too early to tell whether the bonuses will have any link to improvements in these areas. As EWBCS grows into a full K-8 school and as the older elementary students take the Massachusetts Comprehensive Assessment System (MCAS) exams for the first time, it faces the challenge of making the formula more accurately reflect teacher performance and student achievement.

Outlook for Year 3

EWBCS aims to build on the progress from Year 2 during the third year of the project. As in Years 1 and 2, they hope to implement the project transparently, with the support of teachers and principals; communicate their formula and goals effectively; and meet all major deadlines, including payout. Their primary goal for the year is to further improve the bonus component based on student achievement for teachers in grades 3-8 to ensure that the formula accounts for the incoming skill and performance levels of students in each cohort.